

C - Coordinating Council, (Executive Committee of School & Service,
1953-1968)
10 - Minutes
a - 1953-1954

Helen Shivers
1/11/54

MASSACHUSETTS GENERAL HOSPITAL

CONFERENCE

REORGANIZATION OF NURSING SERVICE

December 9, 1953

Decisions:

A. Re: Central Office

1. Records

a. Cumulative record - to be filed - post termination of employment.

b. Number on graduate record to be recorded on employment record of alumna.

2. Time slips - one set to Central Office
one set to office of Asst. Director.

3. Roster of all personnel in Central Office.

4. Daily summary of "unit" (White, Bulfinch, etc.) to be sent to Central Office. To include census, discharge, items of significance re: patients, etc.

5. Summary of period personnel count to Central Office.

B. Re: Sunday and Holiday Coverage, including evening and night.

1. White - rotate White Bldg. Supervisors.

2. Bulfinch and Vincent-Burnham - rotate Supervisors.

One of the White or Bulfinch-Vincent-Burnham Supervisors to be designated "Senior Supervisor" for the day - to handle all calls and relay through proper channels.

Implementation

1. To study necessary information needed for cards in Central Office file, Mrs. Flaherty.
2. To study changes needed and procedure necessary for transferring payrolls, Miss Lepper.

MASSACHUSETTS GENERAL HOSPITAL

COORDINATING COUNCIL OF THE NURSING DEPARTMENT

DECEMBER 10, 1953

Present: Mrs. Braman, Miss Coghlan, Miss Corbett, Miss Crotty, Miss Farrisey, Miss Hardeman, Miss Lepper, Mrs. Matthie, Miss Perkins, Miss Sherwin, Miss Sleeper, Miss Stewart.

Recorder's Notes

S. Perkins } reporting from Suggestions for Agenda
E. S. Lepper }

1. Guidance and Discipline - Responsible Persons?
2. Clinical Education of Student - Assignments
3. Communications within and between groups - Philosophy of Communication

Problems seen by group as individuals

4. Philosophy (overall) and Interaction of 2 Groups
5. Orientation of Dual Appointees
Wisdom of continuing dual appointee in clinical area
6. 3 year and 5 year students - differences and likenesses
7. Standards of nursing care - who sets - **how** to carry out?
8. Discussion of line and Staff Placements and Communications

Priority given to this item

Overall philosophy of 2 groups basic to all further discussion

Hardeman, suggested
Grady, seconded
Full Agreement

All read Philosophy of Nursing Service - Mimeo Sheet

All read Philosophy of School - Page 28 of Catalogue and 21 at lap of page,
last paragraph on page 16, Health & Guidance
Program, 1953-1954 Catalogue

Purposes of Service and the School - where they are congruent or incongruent -
overlapping to point of confusion

Necessity for objectivity and understanding spoken of by chairman.
Do we assume certain things about the purposes which are unwritten?

Cost of educating a student \$4000.00 4800.
Tuition of student 400.00

Deficit made up by hospital (Board & Room
(Costs of Education

School does not exist to give service - but clinical experience has the
by-product of patient service.

Hospital depends heavily on this by-product of nursing service.

The idea of the student being on a working scholarship should be fostered
by all.

Primary Purposes

School
Education

Service
Care of Patient
(has by-products as does education)

Broad Functions of Groups Concerned

Education and Teaching

Setting Policies

Teaching

Guidance

Health

Living and Housing

Personal and Social Opportunities

Total Student Development

Setting Goals and Planning Educational Program

Evaluation

Processes of Selection, Admission, and Recruiting

In-service Education to guarantee growth of directors of teaching and/or teachers themselves

Records

Budget Preparation and Implementation

Supervision and Implementation of Program

Personnel Policies

Broad Contributions to the Profession

Study and Research

Setting and Holding of Standards

Nursing Service and Administration

Setting Policies for Nursing Service

Supervision

Teaching

Guidance

Setting Goals & Planning Program

Study & Research

Evaluation

Recruiting, Hiring, and Firing

In-service Education - to what extent carried - to whom carried

Records (some considerable discussion of records ensued)

Personnel Records

Centralization of Placement

Supervision & Implementation of Program. Interaction - especially people with dual functions.

Budget Preparation & Implementation

Personnel Policies for employed group & volunteers - need for better coordination here

Broad Contribution to the Profession.

Implementation of Hospital Policies

Nurse Coordination of Services to patients and for personnel

Setting and Holding Standards.

1. (Note interaction with above group throughout)

2. Need for objectivity in handling people - sacrifice of worker to the common good was discussed.

3. Need for facing into the reality of things as they are.

4. Being helpful not custodial in handling employees.

5. Need for planning and goal routes to remain congruent.

6. Goals suggested by Miss Sleeper - Definite assignment to education & definite to service as a step to later developments.

7. Phillips House - \$500.00 for study of improvement of nursing care has been given

8. Annual Report - all statistics to run from October to October.

9. Use of term "nursing service personnel" to include paid & volunteer workers in service

H. Sherwin's initial Committee on Communications

Miss Church Mrs. Teel
Miss Gibson Miss Sherwin
Mrs. Hawkins

Problems seen by above group

1. Where they fit into group?
2. what group?
3. Attendance at events - invitation or otherwise?
4. What to wear if non-nurse?
5. School and Service not divided
6. Miss Viden's housewarming - who invited?
7. How public is bulletin board meant to be?

Solutions

1. Bulletin Board outside supervisors' dining room
2. Responsibility taken for bulletin board revision by members of individual groups.
3. General notices to be posted thereon.
4. Drawing in of O.P.D. people.
5. Consideration of people who do not go to dining room.
6. Mimeographed Notices to persons affected.

Needs

1. For revision of faculty by-laws.
2. Check list on notices.
3. Distribution of memos of interest to recipient
Sharing of information received.
4. Can we manage a news sheet?
Committee to be appointed
5. Need for overall communications committee
Dept. Heads - overall.
6. Other departments notified of our Bulletin Board and/or news sheet plan
and ask for pertinent information communications from these departments
7. Committee appointments - Consideration of Newsletter
Supervisory - Administration - Teaching - Head Nurse Group
Miss Church - Special groups
Miss Quinlan - Freefooter
Miss Sherwin - School
Miss Grady - Administrative Group
Mrs. Braman - Private Services
Miss Smith - 5 year
Miss Corbett - Lay group particularly
Committee to appoint its own chairman.
Deadline: not set
Explore feasibility and necessity for Newsletter for above groups.
Helen Sherwin to call first meeting - Not the Chairman.
8. Bulletin Board in or near Dining Room - Supervisory - Administrative - Teaching Groups
Limits of time to be posted up on each notice.
Sylvia Perkins to police bulletin board.
Communication to entire group re: Bulletin Board.

Placement in Serving Room next to Supervisors' Dining Room decided upon

Policies:

1. Up and down dates must be on all notices.
2. Signed by poster.
3. To whom directed.
4. Succint, small notices.
5. Initial communication re: use of Bulletin Board posted on Bulletin Board.
6. People in above groups may post professional notices on this Bulletin Board.

Committee reporting as an aspect of communications

1. Reporting out in Friday Conferences
2. Appointed committees should report back through parent committees at stipulated times
 - Executive Committee of the Faculty
 - Executive Committee on Nursing
3. Synopsis of above 2 committees to Friday group - or Executive Committees can request sub-committee chairmen to report to Friday Group.
4. Policies for committees need to be developed - Executive Faculty must work on same.

Name for this group of Executive Faculty and Administrative Group to be The Coordinating Council of the Nursing Department.

Sherwin

MASSACHUSETTS GENERAL HOSPITAL

I. COORDINATING COUNCIL OF THE NURSING DEPARTMENT

Miss Sleeper's suite

JANUARY 11, 1954

10-12

II. Those Present:

Miss Corbett, Miss Corkum, Miss Farrisey, Miss Grady, Miss Hardeman,
Miss Healy (guest), Miss Lepper, Mrs. Matthie, Miss Perkins, Miss Sherwin,
Miss Sleeper, Miss Stewart. Miss Farrisey serving as recorder.

III. Those absent:

Mrs. Braman and Miss Coghlan.

IV. Order of Business:

1. Report of Committee Considering Newsletter Development.

- a) Time in preparation of sample newsletter not fully computed - but 7-8 hours is a highly conservative estimate.
- b) Committee requests consideration of prepared letter by this group and then to present letter to Staff Conference.
- c) Discussion of frequency of publication for the letter: Result: Suggested plan of publication during the first week of every month.
- d) Discussion regarding duplication of notices in the newsletter revealed that duplication would very likely occur. Most parties to the discussion felt that duplication of notices already given fairly wide-spread dissemination should be carefully screened from the newsletter.
- e) Note purpose of newsletter as cited on sample sheet.

Miss Lepper challenged b) This statement is implicit in a)

- f) Discussion of suitable items for newsletter followed:

Caution about accuracy of items was stressed.

This sample newsletter was not edited for accuracy.

Difficulty in editing was recognized as a problem. Suggestion that the reporter clear with the head of a department was made.

- g) Time and cost involvement were briefly touched upon. The reduction of number of pages, the avoidance of the stapling procedure, the use of legal size paper, were considered as possible cost reduction factors.
- h) The danger of this sheet becoming an official rather than an additional tool in communication was brought out.

- i) The need for communication to the Staff of the World and MGH News was reviewed. The editing staff of both these papers have been notified. Miss Lepper suggested that our newsletter be called an Intradepartmental Memo, or Nursing Department Memoranda.
- j) Miss Sleeper suggested that we let the first few issues go out according to the sample with the exceptions of gross duplication and being careful of erroneous data, feeling that the paper will gradually sift its contents down. A Central Office folder will be provided for the gathering of news items in the future. Communication of items to News or World need further consideration
- k) Consideration of the Board make-up for this paper: as cited in sample paper plus Mrs. Matthie to report on O.P.D.
- l) The development of a questionnaire to determine value of this sheet will have to be considered at a later time perhaps after a period of 3-4 months.
- m) A lengthy discussion of deletion of newsletter items followed.

Summary of findings re: Newsletter

- 1) Publication schedule: first week of every month.
 - 2) Sheet be called:
Intradepartmental Memos or
Nursing Department Memoranda
rather than Newsletter
 - 3) Mr. Matthie added to Board of Reports working on newsletter.
 - 4) Development of questionnaire to determine value of this sheet after 3-4 issues will have to be planned.
 - 5) Editing of sheet for accuracy and succinctness will have to be provided for.
 - 6) A folder for gathering items will be located in the Central Nursing Office for the future preparation of issues.
 - 7) Miss Sleeper suggested the paper highlight specific departmental news items in successive issues rather than to include all items in any one issue.
 - 8) Revision of the trial paper and inclusion of the above points will be done by the Board of the paper and then submission to Staff Conference carried out.
- V. Miss Lepper announced that graduates were to be encouraged by bulletin board notification to apply for B. U. Scholarships. Fifteen to sixteen two point scholarships are available for the spring semester.

Four supervisors are currently attending a course in supervisory training sponsored by Massachusetts Department of Education on the grounds of the hospital. These four shall continue to attend - but room for 2 more persons is to be made available. There may be repeats of this course in the future.

Suggestions of group: Miss Ham, Miss Andrews, Mrs. Houvaris, Mrs. Hawkins, Miss Beauchamp. . . Definite selection not made.

Miss Byrne leaving in February. Miss Ham will become an Ass't Evening Supervisor in the General.

VI. Agenda for next time:

- 1) Over-all philosophy of two groups and interaction between two
 - a. Establishment of common philosophy regarding responsibilities of committees, their manner of reporting, the implementation of their work.
- 2) Report of Intradepartmental Memoranda Group will be expected.

Respectfully submitted,

R. M. Farrissey

NOTE CORRECTION in minutes for 12-10-53.

Cost of educating a student \$4,800.00
page 1

Helen Sherwin

Coordinating Council Meeting Minutes

Place: Miss Sleeper's Office

Date: February 10, 1954, Time: 10 to 12.

Those Present: Mesdames Braman and Mattheie, Misses Sleeper, Lepper, Sherwin, Perkins, Stewart, Coghlan, Grady, Corbett, Hardeman, Corkum, Farrisey.

Recorder: R. Farrisey

1. A few routines were disposed of which need not be entered here.
2. The first item on the agenda was the revised Rotation Plan. Miss Stewart outlined salient points, namely:
 - a) The new plan calls for 12 week blocks instead of 13 --reasons for this change in terms of other hospitals as well as ours were reviewed.
 - b) Each year the plan moves forward four weeks--in order to push same back so that entering classes may be admitted in March and September as formerly, numbers of students assigned to various blocks probably will be found to differ in size from one rotation to another.
 - c) From March 1 to April 12, 1954, we will send no students to BLI, thus creating a housing problem for us. All of these students will not be with us during this period--some will be on vacation.
 - d) The O.R. Block per se will occasion less difficulty in the change-over than was formerly thought--there will be fewer over-all change days. However, the placement of the Recovery Room experience is as yet unsettled. Miss May will need to be consulted on the most feasible plan--sound from an educational as well as from a service point of view.
 - e) Public Health Nursing and Health Education courses after March, 1955, will be taught simultaneously with the OPD experience.
 - f) The Medical--Diet Kitchen block will generally speaking not affect the service to the Medical Wards.
 - g) All students will not get White 8 after March 14, 1955. The question of whether or not White 8 should be set up as a graduate--aide service was raised and not discussed.
 - h) All students starting with the class of September, 1953, may not have urologic experience in the so-called "x-y-z- block". However, in the September rotation each year all students will go to urology for clinical experience. Urology instruction will be included in formal surgery course. The question of Urologic service staffing was raised and not further discussed.
 - i) In this omission of urology for some students, Miss Hicks will send some back to the Medical Wards.
 - j) The O.R. will be part of the Internship. A vacation and the Eye and Ear experience have been taken out of the internship--freeing up seven extra weeks of interne service which formerly could not be counted upon.
 - k) Some internes will be observed to have longer internships than others--occasioned by the forward and backward movement of the program to match affiliation and entrance dates.
 - l) Internes may be assigned with more regularity in the future to the lower Bulfinch wards.
 - m) There may be some overlapping at Mass Change Days--Which will affect orientation plans--since all students may not arrive on a new service on the same day.
 - n) Need for working in McLean and Simmons Students according to new dates and numbers will have to be considered very soon.

2.

- o) In February, 1956, there will be a ten week block-- others may follow at predictable times. This will occasion no more difficulty than our present 13 week blocks from which vacation time has been taken.
- p) The hours of formal class per week will not be altered.
- q) Eventually, some of our students may not in some rotations go to the Eye and Ear Infirmary for experience.
- r) Certain students who have taken L.A.'S in the past are to be fitted into the program as it now will exist. Further work will need to be done on same.
- s) Pediatrics affiliates arrival dates on the new schedule are not yet fully settled.
- t) The Rotation Plan must not be considered to be a stable and static but rather a dynamic plan subject to change and modification as improvement in various of its less desirable aspects becomes possible.

3. Miss Sleeper suggested that we review what constituted orientation to a new service for all levels of nursing personnel. Our principles of orientation need scrutiny, also.

4. Miss Lepper raised the problem of the Clinical Teaching Personnel--Head Nurses--Administrative Supervisors relationships and working patterns. A planning committee has been activated to develop a Workshop on Assignments-- which is one of the recognized problems. Ward Teaching Personnel would like to have definitely assigned ward teaching hours--given more than once in order that wards not be stripped at any one time. It was the general understanding that the two hours of ward teaching came out of the 36 hour work week. Miss Hardeman reported that this is less and less the case. Further discussion revealed that the whole issue needed clarification and more uniform planning. Miss Perkins requested that a Coordinated Program person be assigned to the committee cited above working on the development of a workshop.

PLAN FOR NEXT MONTH'S MEETING:

Further discussion of our aims in clinical education and clinical assignments, further discussion of relationships and working patterns between head nurses, supervisors, clinical teaching personnel, and further discussion of policy establishments in these areas.

The next meeting will be on ^{Wed} Monday, March 8, 1954, in Miss Sleeper's Suite, from ¹⁰ 10 to 12.

COORDINATING COUNCIL MEETING

March 10, 1954

Attendants: Mrs. Matthie and Mrs. Braman
Misses Coghlan, Grady, Hardeman, Stewart, Corbett,
Corkum, Perkins, Sleeper, Lepper, Sherwin, Farrisey.

Location: Miss Sleeper's Suite

Miss Ruth Farrisey served as Recorder.

Announcements Made:

- I. Scholarship Committee recommends that the vouchers and available scholarships be handled by them as before, but that the above Committee be under the aegis of the Coordinating Council, rather than the Nursing Service Executive Group.

Criteria for Scholarship Application Reviewed:

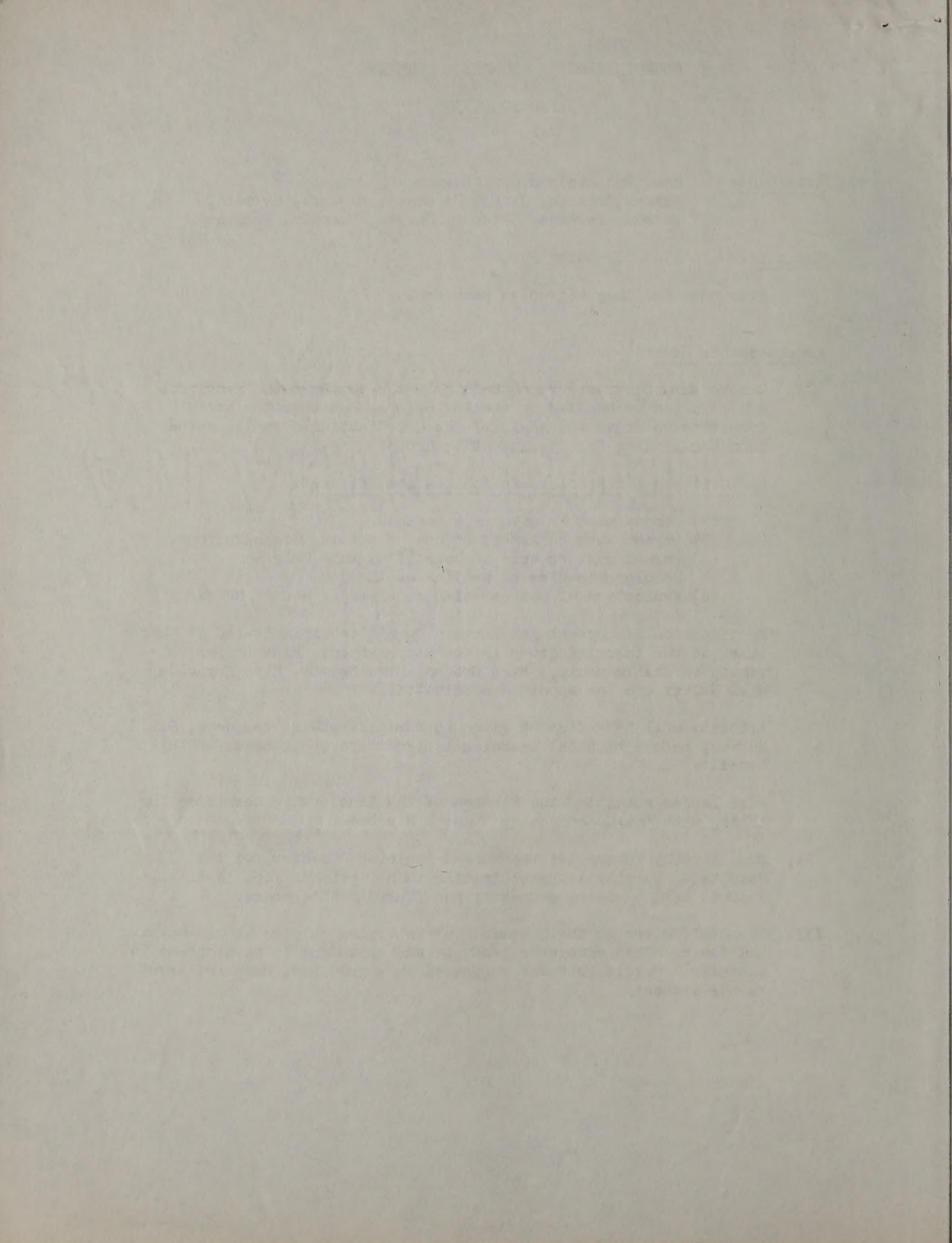
- (1) Person must be with us 6 months.
- (2) Person must be member of one of Nursing Organizations.
- (3) Person must be able to benefit by this help -
Scholarship-wise as well as on the job.
- (4) Evaluation of course taken required at end of same.

Modification of current Scholarship Committee is indicated at this time, as the teaching group is not represented. Miss Lepper to remain in Chairmanship, Miss Grogan, Miss Sweatt, Miss Reynolds, Miss Walker are the appointees selected.

Priority will hereafter be given to administrators, Teachers, Staff Nurses, before clinical teaching internes are considered for this benefit.

Miss Lepper submitted the Minutes of the Scholarship Committee for filing with the Coordinating Council Minutes.

- II. Mrs. Dorothy Farnum has been named Training Director for the Hospital. Nursing is participating in her orientation. Available 9:30 to 4:30 - except Wednesday and Thursday afternoons.
- III. The Staff Wives or the Distaff Club is trying to plan an all-hospital dance. They request a graduate and a student to participate in planning. Marcia Muir was suggested as a graduate, Margaret Brown as the student.



March 10, 1954

Business of Coordinating Council:

- I. Some discussion of the proposed items for consideration cited at the last Meeting was carried on. Miss Sleeper felt that departmental organization with the development of the Coordinating Council as a Steering Committee for such organization was our first problem. Communications might be facilitated by such organization.

Several persons spoke to the fact that the individual school or administrative persons took much responsibility unto themselves, rather than sharing the burden with those immediately concerned. It would appear necessary that the various departments be more sharing of their difficulties. The functions of service and school personnel need further elucidation before we can undertake coordinate functions.

Each group, service and school, should work as its own organizational scheme to be ready for presentation at the next Coordinating Council Meeting. Miss Sleeper distributed the By-Laws of the Faculty to all.

- II. The matter of orientation was then brought up. A school committee is currently considering the orientation of students. There is no committee currently functioning on broad principles of orientation. Certain principles and policies were set forth or implied as questions:

- (1) Do we examine the existing knowledge of the worker?
- (2) What is the responsibility of Service-VS-School for the orientation of the student?
- (3) What parts of the orientation process are common for many hospital workers?
- (4) What is our conviction regarding the team concept? Does this conviction influence our notions regarding orientation?
- (5) What are the boundaries of the orientation processes for nurses, as well as for other workers?
- (6) Who needs information about the worker and his capacity?

The principles of education are immediately applicable to the orientation process. Our orientation is most often for the job at-hand - the peripheral knowledges are often neglected - orientation, therefore, should be circumscribed.

The factor of the responsibility of the learner in the process of orientation was next discussed. What should we expect the worker to seek-out in the way of opportunities for further learning? What responsibility have we to provide the worker with those experiences calculated to give the latter the greatest breadth? To what degree are we currently discharging this responsibility?

COORDINATING COUNCIL MEETING, CONT'D.

March 10, 1954

... 3

Is service need dictating a limited view of our responsibility to our workers? The above questions relate directly to our present problem of assignment and work allocation.

The idea of a control group to study this situation (especially in the School of Nursing) was discussed. It would seem to be a most desirable idea to pursue. March of next year was tentatively considered, since the March group is customarily divided into two; One to be directed and traditionally handled - One to be non-directed and modified as to method of approved curriculum and based on selected principles to be applied broadly. Both attitudes and accomplishments would need to be studied throughout the three years, in order to observe outcomes. How to carry out non-directive patterns beyond preclinical period? Faculty patterns to handle such a group would have to be adjusted. The danger of permitting the non-directive pattern to get out of hand was brought out.

Miss Lepper felt that the Coordinating Council Members primarily need to be sold on the idea. The Faculty would need to be under less pressure. Are we trying to do more in our program than common sense dictates? Is this what makes our Faculty feel pressed?

Orientation and its appropriateness, worker satisfaction and continuity of in-service education seem to be definite factors in length of service of employees and workers.

All Coordinating Council Members should involve their departments in thinking about orientation (its merits, uses and its broad principles) and bring findings back to meeting next month. Miss Hardeman will report for the School, Miss Coghlan for the O.R.'s and Phillips House, Miss Corbett for Administration.

The next meeting will be on April 14th, 1954 from 9:00 to 12:00, Miss Sleeper's Suite.

Respectfully submitted,

Ruth M. Farrissey

April 24, 1954

A meeting of the Coordinating Council took place in Miss Sleeper's Suite on April 14, 1954. The following were present: J. Stewart, A. Perkins, E. Lepper, X Hardeman, C. Braman, H. Sherwin, H. Coghlan, R. Farrisey, R. Sleeper, F. Grady, D. Corbett, M. Matthie, A. Corkum.

R. Farrisey and M. Matthie recorded.

Miss Sleeper led the group in the preparation of ballots to be sent to N.L.N.

Miss Sleeper then announced a Workshop on The Improvement of Human Relations, to be led by Ken Benne at Osgood Hill, Andover, on July 4th to August 10th, 1954. This Workshop afforded six semester hours of credit at either Graduate or Baccalaureate Levels. Tuition \$105.00. Board and room \$125.00 for the four weeks.

The regular business of the Coordinating Council then began with the reporting of the findings in orientation - its principles, merits, and objectives. Miss Coghlan reporting first for Miss Huggard, pointed out the need for acquainting nurses with hospital purposes and policies and with hospital expectation of professional nurses. The need for careful introductions and active interest on the part of charge nurses in the new employee were brought out. Miss Huggard stated she felt good job orientation also included social readjustment (It was mentioned that Miss Huggard's contributions in this area were of a most comprehensive nature).

Speaking for the Operating Room Orientation Program, Miss Coghlan stated each O.R. called for a specific orientation to the physical plant, but that certain common areas existed: All nurses needed to know the acceptable standards of performance, the expectations of the supervisors regarding aseptic practice, the desires and demands of the visiting staff and the service physicians.

Miss Hardeman then presented the materials gathered by her Committee to each member. She stated that some difficulty was encountered by her group, initially because agreement as to definition of the word - orientation - was in question. An informal questionnaire answered by students was reviewed. Another questionnaire to go to students at Interne Level was said to have been planned for the future.

Miss Lepper interjected at this point, that there seemed to her, to be constant elements in the matter of orientation, namely:

- (1) The necessity that the worker be made to feel that he belongs.
- (2) Readiness for the task to be performed - the worker's role as well as his job.
- (3) Present worker knowledge and the need for supplementing same.
- (4) The worker's orientation to the organization as a whole - to whom is he responsible and for what.
- (5) The geography of the work situation.
- (6) The introduction to immediate co-workers.
- (7) The worker's opportunity for growth.
- (8) The fostering of self-direction.

(9) How to carry on the process of learning in a job.

Miss Hardeman and Miss Sleeper offered two suggested references:

Foreman's Kit Handbook,
American Management Association.

Growth and Development of the Executive,
Myles Mace

Miss Sherwin suggested that orientation to the M. G. H. community, as well as to the outside community was indicated.

Miss Corbett then reported that her group had had difficulty in separating introduction per se from orientation. Orientation was said to go on until the worker felt at ease in his post and knew how to meet its problem either for himself or where to turn for their education.

The matter of hospital tours was then brought up. R. Farrissey reported on Out-Patient Department Plans, stating that Mrs. Farnham had been invited to participate in same. Miss Sleeper suggested that tours might serve two purposes - (1) to identify the worker better with the whole, and (2) to help them in their contacts with others, regarding direction-giving and better interdepartmental relations. Both would serve to increase worker satisfaction.

Miss Corbett mentioned the desirability of involving the workers in their own orientation plans and also recommended that the possibilities of a general orientation film be investigated for the future indoctrination and orientation of our workers.

To This Point -

Recorded by: R. Farrissey

From the above discussion it was decided that Miss Hardeman, Miss Coghlan, Miss Corbett and Miss Farrissey would meet to formulate a principle of orientation. These would be presented at the next meeting.

Pattern of Conference and Committee Work - Discussion was initiated by review of our present pattern. The major question was whether we should continue in our present pattern. It developed that a definition of the function of the co-ordinating council was of first importance. Miss Lepper presented the following purposes of the council which are to be studied and presented at the next meeting:

Coordinating Council

Purposes

omit ~~A. To act as an advisory coordinating council.~~ It shall ~~not~~ take executive action. *only when committees are appointed by + are responsible to the c.c.*

A. B. To afford a means of discussing matters of mutual concern to nursing education and nursing service.

B. C. To afford a means of exchanging information which is of mutual concern and to serve as a clearing house for activities of mutual concern.

C. D. To afford a means of testing philosophies.

(9) How to carry on the process of learning in a job.

Miss Hardman and Miss Stanger offered the suggested resolutions:

Resolution No. 1

Resolved, That the

Committee on the

Report

Miss Hardman suggested that orientation to the N. C. H. community, as well as to the outside community, be included.

Miss Stanger then reported that her group had had difficulty in organizing information from the N. C. H. community. Orientation was said to be an ideal for the worker but it came in his part and then how to meet the problem when the worker is alone in his own community.

The matter of hospital care was then brought up. E. Varnsey reported on the hospital care, stating that Miss Varnsey had been invited to participate in a conference. Miss Stanger suggested that there might have been two purposes - (1) to identify the worker with the whole, and (2) to help them in their contacts with others, regarding hospital care and other interdepartmental relations. Both would serve to increase worker satisfaction.

Miss Stanger mentioned the desirability of involving the workers in their own information plans and also recommended that the possibility of a general orientation be investigated for the future information and orientation of our workers.

To this point -
Submitted by E. Varnsey

From the above discussion it was decided that Miss Hardman, Miss Stanger, Miss Stanger and Miss Stanger would meet to formulate a program of orientation. These would be presented at the next meeting.

Minutes of Conference and Committee Work - Discussion was initiated by review of the present picture. The major question was whether we should continue in our present pattern. It developed that a definition of the function of the co-ordinating committee was of first importance. Miss Stanger presented the following purposes of the committee which she to be adopted and presented at the next meeting:

Coordinating Committee

Purpose

1. To act as an advisory committee on all matters. It shall see that executive

2. To attend a series of planning sessions of various groups to develop education and training services.

3. To attend a series of planning sessions which is of mutual concern and to serve as a clearing house for activities of mutual concern.

4. To attend a series of planning sessions.

D. To assist each group to make wise decisions because of their knowledge and understanding of the other group's task.

E. To act as a parent organization to those committees and conference groups which have dual functions.

The following is a list of committees ^{+ conference groups} in our present pattern:

Nursing Service

- ? Executive Administrative Committee
- Nursing Practice Committee

School of Nursing

- Executive Faculty Committee
- Curriculum Committee
- Student Personnel Committee
- Admission, Recruitment Committee
- Library Committee
- Evaluations Committee
- Affiliates Committee
- Residences Committee

Coord. Council
Staff Conference

The membership of these committees was discussed in detail as to line or staff function of each member.

One point of discussion relating to the membership of these committees which needed clarification and understanding and agreement was the representation of Nursing Service on School of Nursing Committees versus no representation of School of Nursing on Nursing Service Committees. Closely associated to this was the function of the "staff" member to a committee.

Miss Lepper brought out an important factor in the composition of the committees when she said that one of the differences could be that the school is not responsible for Nursing Service but that Nursing Service has a responsibility for education.

Miss Sleeper pointed out that each executive committee might discuss the question of representation and each make its own decision.

Respectfully submitted:

Margaret Matthie

Appt
Appointment
Information
Review

It is noted each group is made with members of their knowledge and understanding of the other groups' work.

It is not a formal organization of these committees and conference groups which have been mentioned.

The following is a list of committees in our present pattern:

Working Parties

Executive Administrative Committee
Working Parties Committee

School of Nursing

Executive Faculty Committee
Curriculum Committee
Student Personnel Committee
Admission, Recruitment Committee
Library Committee
Nursing Education Committee
Nursing Research Committee
Nursing Service Committee
Nursing Council

The membership of these committees was discussed in detail as to lines or staff function of each member.

One point of discussion relating to the membership of these committees which needed clarification and understanding and agreement was the representation of Nursing Services on School of Nursing Committee versus no representation of School of Nursing on Nursing Service Committee. Finally associated to this was the function of the "staff" member as a committee.

When papers brought out an important factor in the composition of the committees when the said one of the differences could be that the school is not responsible for Nursing Service but that Nursing Service has a responsibility for education.

When papers pointed out that each executive committee might discuss the possible of representation and each make its own decision.

Respectfully submitted:

Harvey W. Harris

COORDINATING COUNCIL

MAY 10, 1954

MISS SLEEPER'S SUITE

Present: Misses Grady, Sleeper, Sherwin, Corbett, Hardeman, Perkins,
Lepper, Corkum, Steward, Farrisey, Matthie.

Absent: Coghlan

Recorders: R. Farrisey and M. Matthie

I. Evaluation of Ward Teaching Experiment in Bulfinch -

- (1) Miss Grady reviewed the problem of fitting in of ward teaching in the Bulfinch Wards.

The Bulfinch group undertook a rather more controlled plan of teaching. From a service point of view, a few snags were encountered, but the Head Nurses feel that more teaching is being accomplished, but are concerned about capacity to carry on when staffing was low. Planning done in such a way as to make this teaching on ward time.

- (2) Miss Hardeman reported 100% attendance among S-1 Students. Two people of other groups missed and were assigned make-up time on the wards. The night nurses encountered some difficulty in 8:00 - 9:00 scheduling but not as much as was anticipated. The desirable hours for this teaching are held to be:
- | | |
|-------|-------|
| 8:00 | A. M. |
| 12:00 | Noon |
| 2:00 | P. M. |

A. Miss Sleeper cited two problems:

- (1) The manner of recording ward teaching, which is quite complex.
- (2) The need for considering this project selected experience for students and whether or not we are ready for extending this plan to other parts of the House, without first considering the revision of our clinical teaching program more generally.

Resultant discussion led to the announcement that Misses Wells and Miles were going to stay on another year in their present assignments. Other persons have been appointed to advance the cause of clinical teaching - announcements of these appointments will be made later. Administrative persons now involved in formal teaching of surgery, gynecology and urology will be relieved of this assignment with the acquisition of these new clinical teachers.

MAY 10, 1951 MISS SLEEPER'S SUITE

Present: Misses Grady, Sleeper, Shewin, Corbett, Hartman, Perkins, Lappin, Corbin, Stewart, Parkey, Heston.

Absent: Corbin

Secretary: R. Parkey and M. Heston

I. Evaluation of Ward Teaching Experiment in Sullivan -

(1) Miss Grady reviewed the problem of fitting in of ward teaching in the Sullivan wards.

The Sullivan group undertook a rather more controlled plan of teaching. From a service point of view, a few cases were encountered, but the head nurses felt that more teaching is being accomplished, but are concerned about capacity to carry on when staffing was low. Planning time in such a way as to make this teaching on ward time.

(2) Miss Hartman reported 100% attendance among 8-12 students. Two people of other groups missed and were assigned make-up time on the wards. The night nurses encountered some difficulty in 8:00 - 9:00 scheduling but not as much as was anticipated. The desirable hours for this teaching are held to be:
8:00 A.M.
12:00 Noon
2:00 P.M.

A. Miss Sleeper cited two problems:

(1) The manner of recording ward teaching, which is quite complex.

(2) The need for considering this project selected experience for students and whether or not we are ready for extending this plan to other parts of the House, without first considering the revision of our clinical teaching program more generally.

Resistant discussion led to the announcement that Misses Wells and Wilson were going to stay on another year in their present assignments. Other persons have been appointed to advance the cases of clinical teaching - announcements of these appointments will be made later. Administrative persons now involved in formal teaching of surgery, gynecology and pediatrics will be relieved of this assignment with the exception of these new clinical teachers.

Miss Grady stated that levels of teaching and levels of assignment have not been being considered adequately in Bulfinch. Miss Sleeper proposed a tentative plan for periodic selective care experiences in the students' clinical assignments. Much preparation of Head Nurse, Clinical Teacher and Supervisor would be necessary to the working-out of such a selected patient care experience. Undoubtedly, better patient care would evolve from such planning. The necessity for involvement of the doctor in patient care was reviewed. It was pointed out that opportunities to educate physicians to their responsibilities for patient care were few in medical school and were not much greater during their housestaff experience.

Miss Sleeper suggested that a meeting with Dr. Bauer and the Bulfinch Resident Group be planned after some careful planning by Miss Hardeman and her group, the Executive Faculty, in order that the medical group be identified with the plan from its beginning.

II. The Workshop, on assignment, "triggered" the idea of experimentation.

The need for allowing the Head Nurse Group to move ahead on the plans which evolved from the Workshop, was cited. Block relief is one of the ideas which should be considered at this time. Nursing Service is ready to try this experiment in certain areas, the School will have to have certain safeguards guaranteed for the students. The Executive Committee of the Faculty was directed to head into this subject this week in order that implementation of this block relief assignment be worked-out.

III. Miss Sleeper then brought out the problem of accumulating days-off. This accumulation might readily improve a great patient service hardship at certain times of the year, such as at graduation months - February and August. The Executive Faculty and Executive Administration Groups will consider the development of distinct policies, having received in advance all current policies for their consideration, within the next few weeks. Miss Hicks will be notified of this proposed discussion in advance of its occurrence.

IV. The Workshop Review -

Miss Corbett reviewed the Emphasis of Workshop, namely the Improvement of Patient Care Through Assignment and then proceeded to report. Miss Sleeper keynoted the workshop discussions and Miss M. Kennedy (V.A.) described the Workshop method. Miss Lepper trained the leaders. Mrs. Farnham helped the recorders. From the initial discussion, four topics evolved:

- (1) Communication
- (2) Delegation of Authority
- (3) Education of Personnel
- (4) Continuity of Patient Care

(To This Point, Recorded by: R. M. Farrisey)

Miss Gresh stated that levels of teaching and levels of assignment have not been being considered adequately in Baltimore. Miss Elzeper proposed a tentative plan for periodic selective case experiences in the students' clinical assignments. Much preparation of Head Nurse, Clinical Teacher and Supervisor would be necessary to the working-out of such a selected patient case experience. Undoubtedly, better patient care would evolve from such planning. The necessity for involvement of the doctor in patient care was reviewed. It was pointed out that opportunities to educate physicians in their responsibilities for patient care were few in medical school and were not much greater during their hospital experience.

Miss Elzeper suggested that a meeting with Dr. Bauer and the Baltimore Resident Group be planned after some careful planning by Miss Hainsman and her group, the Executive Faculty, in order that the medical group be identified with the plan from the beginning.

II. The Workshop, an assignment, "triggered" the idea of experimentation.

The need for allowing the Head Nurse Group to move ahead on the plans which evolved from the Workshop, was cited. Block relief is one of the ideas which should be considered at this time. Nursing Service is ready to try this experiment in certain areas, the School will have to have certain assignments guaranteed for the students. The Executive Faculty was directed to head into this subject this week in order that implementation of this block relief assignment be worked out.

III. Miss Elzeper then brought out the problem of accumulating day-offs. This accumulation might really improve a great patient service perhaps at certain times of the year, such as at graduation months - February and August. The Executive Faculty and Executive Administration Groups will consider the development of district policies, having received in advance all current policies for their consideration, within the next few weeks. Miss Hines will be notified of this proposed discussion in advance of its occurrence.

IV. The Workshop Review

Miss Corbett reviewed the Emphasis of Workshop, namely the Improvement of Patient Care Through Assignment and then proceeded to report. Miss Elzeper reported the workshop discussions and Miss M. Kennedy (V.A.) described the Workshop method. Miss Elzeper trained the leaders. Mrs. Farnham helped the researchers. From the initial discussion, four topics evolved:

- (1) Communication
- (2) Delegation of Authority
- (3) Education of Personnel
- (4) Continuity of Patient Care

(Workshop Review, Cont'd.)

Some of the pertinent factors which evolved were:

- (1) More meaningful exchange reports.
- (2) Review of the Kardex System
- (3) Review of the Medicine Card System
- (4) Review of the Relief on Night Duty Assignment, to determine if there can be reallocation of duties.
- (5) Communications with understanding be emphasized.

Specific recommendations which resulted were:

- I. Night Duty hours 11:15 P. M. to 7:15 A. M., so there would be overlapping in the morning.
- II. Block plan of relief duty.
- III. Training program for all non-nurse personnel.
- IV. Job specifications with minimum duties extending to a ceiling of duties for those capable of reaching it.
- V. Group planning of the on-duty time.
- VI. Extension of the planning of the assignment to 24-hour planning.

Miss Lepper expressed her reaction to the Workshop by stating that no real method of assignment resulted; there was an awareness of the need for better assignment and appreciation of group effort and a willingness to experiment. She emphasized the importance of doing some of the things about which we have talked.

Miss Sleeper saw impetus for a workshop for the School, particularly in the area of curriculum-building, and an excellent method for a service education for both service and school.

The Committee is obtaining an evaluation of the Workshop through a questionnaire and hope to plan for a follow-up in the fall. Implementation of the suggestions of the Workshop can begin in the Head Nurses Meetings.

After A Break -

The Purposes of the Coordinating Council, as stated in the Minutes of the Meeting of April 14th, were discussed:

- A. To afford a means of discussing matters of mutual concern to Nursing Education and Nursing Service. It shall take executive action only, when committees and conference groups are appointed by and are responsible to the Coordinating Council.

(Workshop Review, Cont'd.)

Some of the pertinent factors which evolved were:

- (1) More meaningful exchange reported.
- (2) Review of the Review System.
- (3) Review of the Review System.
- (4) Review of the Review System.
- (5) Review of the Review System.
- (6) Review of the Review System.
- (7) Review of the Review System.
- (8) Review of the Review System.
- (9) Review of the Review System.
- (10) Review of the Review System.

Specific recommendations which evolved were:

- I. Workshop Day hours 11:15 P. M. to 7:15 A. M., as shown would be overlapping in the morning.
- II. Block plan of relief duty.
- III. Training program for all non-union personnel.
- IV. Job specifications with minimum duties according to a ceiling of duties for those capable of working it.
- V. Group planning of the on-duty time.
- VI. Extension of the planning of the workshop to 24-hour planning.

Miss Langer expressed her reaction to the Workshop by stating that no real notion of workshop evolved; there was no awareness of the need for better management and supervision of group effort and a willingness to experiment. She expressed the importance of doing some of the things about which we have talked.

Miss Blagovest expressed her reaction to the Workshop by stating that in the area of workshop planning, and an excellent method for a service education for both service and school.

The Committee is planning an evaluation of the Workshop through a question-naire and hope to plan for a follow-up in the fall. Implementation of the suggestions of the Workshop can begin in the next business meetings.

After a break -

The purpose of the Coordinating Council, as stated in the Minutes of the Meeting of April 1961, were discussed.

- A. To afford a means of sharing matters of mutual concern to Housing, Education and Welfare Services. It shall take executive action only when committees and advisory groups are appointed by and are responsive to the Coordinating Council.

- B. To afford a means of exchanging information which is of mutual concern and to serve as a clearing house for activities of mutual concern.
- C. To afford a means of testing philosophies.

It was decided to refer to each group "School" and "Service" for discussion which Committees would report to which group.

It was decided that the Purposes of the Staff Conference were:

- A. To share information of mutual interest for purposes of communication and discussion.
- B. To provide an opportunity for free expression of ideas.

At the next meeting, one of the items on the agenda will be:
"Principles of Orientation"

The next meeting will be held on Wednesday, June 2, 1954.

Respectfully Submitted,

Margaret M. Matthie

2. To afford a means of exchanging information which is of mutual concern and to serve as a clearing house for activities of mutual concern.

3. To afford a means of testing philosophy.

It was decided to refer to each group "School" and "Workshop" for discussion which Committee would report to which group.

It was decided that the purposes of the Staff Conference were:

A. To share information of mutual interest for purposes of cooperation and discussion.

B. To provide an opportunity for free expression of ideas.

At the next meeting, one of the items on the agenda will be: "Principles of Organization"

The next meeting will be held on Wednesday, June 2, 1954.

Respectfully Submitted,

Harvard M. Nichols

COORDINATING COUNCIL

The Coordinating Council Meeting was held on June 2, 1954, in Miss Sleeper's Suite, 9:00 to 12:00.

Present: H. Sherwin, D. Corbett, F. Grady, K. Hardeman, A. Corkum,
C. Braman, S. Perkins, R. Farrisey, M. Matthie, J. Steward,
E. Lepper, R. Sleeper.

Absent: Coghlan.

NOTICES ANNOUNCED:

Miss Sleeper stated that Blue Cross & Blue Shield and the Boston Visiting Nurse Association are entering into negotiation for Visiting Nurse Association coverage in long-term illness, under B. C. Policy coverage. July 1st, 1954 will be the beginning date and other cities may well be included.

Miss Farrisey discussed the new extended Blue Cross coverage briefly.
Miss Lepper will plan to post the literature about same on the Bulletin Board.

Miss Sleeper then brought up the matter of Coordinating Council Meetings during the summer months. Miss Fitch will prepare dates for first Mondays and Wednesdays in July, August, September - July 7th, August 2nd, September 13th, are likely to be the dates. After September, the Schedule will fall into the old pattern.

Miss Sleeper then mentioned that we had been by-passing the Principles of Orientation and it seemed desirable we should pursue this topic. The Meeting was turned over to D. Corbett, who had prepared some material on this topic.

Principles and Purposes of Orientation Program - See mimeographed Sheet entitled "Principles for orientation Program, dated 5-10-54, prepared by D. Corbett and her Committee.

Miss Perkins and Miss Sleeper suggested that another principle be entered: Evaluate and review program periodically, by discussing the issue with those previously oriented.

Miss Hardeman stated that a questionnaire was being used in developing a clinical orientation for young students.

Miss Corbett called particular attention to Items 6 and 7, feeling that herein lies the strongest challenge. Miss Hardeman feels that the School has no plan by which the Head Nurse is truly made aware of the level of experience of the young student arriving at the Wards.

Returning to the purposes, Miss Sleeper pointed out that orientation was not a telling process, that the individual worker's participation in orientation should be well-brought out. She further elucidated that bringing the worker to job efficiency was one thing, but the developing of relationships in the ward social situation was just as important. A sharing of information, rather than imposition of information was and is to be the desirable goal. The first purpose was amended to read:

CONFIDENTIAL

The following Council Meeting was held on June 2, 1954, in Miss Simpson's
Office, 7:00 to 12:00.

Present: E. Simpson, D. Corbett, F. Gandy, E. Harrison, A. Gandy,
C. Brown, G. Perkins, R. Farnham, M. Keston, J. Brown,
E. Lippert, E. Simpson.

Absent: Gandy.

MINUTES APPROVED:

Miss Simpson stated that Miss Gandy & Miss Gandy and the Boston Visiting
Nurse Association are negotiating for visiting nurse associa-
tion coverage in Long-Term Hospital, under E. G. Policy coverage. July 1st, 1954
will be the beginning date and other dates may well be included.

Miss Farnham discussed the new extended Elin Gandy coverage policy.
Miss Lippert will plan to post the literature about same on the Bulletin Board.

Miss Simpson then brought up the matter of Coordinating Council Meetings
during the summer months. Miss Farnham will prepare dates for first Monday
and Wednesday in July, August, September - July 1st, August 1st, September 1st.
are likely to be the dates. After September, the schedule will fall into the
old pattern.

Miss Simpson then mentioned that we had been preparing the Principles of
Orientation and it seemed desirable we should prepare this topic. The meeting
was turned over to D. Corbett, who had prepared some material on this topic.

Principles and Purpose of Orientation Program - See mimeographed sheet
entitled Principles for Orientation Program, dated 5-10-54, prepared by
D. Corbett and her Committee.

Miss Perkins and Miss Simpson suggested that another principle be added:
Review and review program periodically, by discussing the issue with those
personally oriented.

Miss Harrison stated that a questionnaire was being used in developing a
clinical orientation for young students.

Miss Gandy called particular attention to Items 5 and 7, feeling that having
the two separate challenges. Miss Harrison feels that the School has no plan
by which the head nurse is really aware of the level of experience of the
young student arriving at the home.

Referring to the purpose, Miss Simpson pointed out that orientation was not a
fading process, that the individual worker's participation in orientation
should be well-thought-out. She further stated that during the work
to job efficiency was one thing, but the development of relationships in the
work social situation was just as important. A sharing of information, rather
than imposition of information was and is to be the desirable goal. The first
purpose was needed to reach:

- 1) To facilitate adjustment to the social environment and to the familiar factors within the situation.

Purpose #2 - was amended, after some discussion, to read:

- 2) To help the individual develop effectiveness in the situation more quickly.

Discussion brought out that the aims of the School in orientation might differ in degree from those within nursing service, but that the burden of responsibility for helping the individual worker (student or otherwise) to effective performance on the job was philosophically-speaking as heavy upon the Nursing Service Administrator, as it was upon the School of Nursing Directors.

Miss Hardeman and Miss Sleeper felt that the development of a central statement of our philosophy of orientation was indicated: Below is a tentative statement for consideration by D. Corbett's Group.

All persons entering into a new situation, which entails new responsibilities as a learner or as a worker, should be introduced to the situation by a planned program. This planned program should provide opportunity for active participation of the individual and for continuing worker development.

The matter of learning together in areas of mutual interest or concern, was brought up here. The idea should be incorporated into the central statement, as well as into the principles.

"Orientation not a one-day job - but an on-going process" deserved re-affirmation in the central statement.

Veterans Administration
Technical Bulletin Series X Volume VI

This is Teaching, M. Rasey
It Takes Time, M. Rasey

These Volumes are recommended to the group
as being helpful in considering these matters.

R. M. Farrisey

To This Point, Recorded by R. Farrisey

As a result of the discussion on orientation, it was decided that Miss Corbett and Miss Hardeman should re-write the Statement of Orientation and consider and re-write the Principles.

The next topic discussed was whether or not the Students should assume the responsibility of filling in their class time on the weekly time slip.

The Executive Faculty approved this method - and it was emphasized that it was important to impress Head Nurses with the need of allowing the student to follow through on the assumption of this responsibility. This is to be discussed in Supervisor and Head Nurse Meetings.

Miss Sleeper is to send out a directive stating that the students are to assume this responsibility.

Miss Sherwin stated that a Committee was meeting to work out the mechanics that would be fair to the student and to the wards. *M. Matthie*

COORDINATING COUNCIL

The Coordinating Council Meeting was held on August 2, 1954, in Miss Sleeper's Suite, 9:00 A. M. to 12 Noon.

Present: H. Sherwin, K. Hardeman, D. Corbett, C. Braman, F. Grady, A. Corkum, E. Lepper, R. Sleeper. (J. Stewart and M. Matthie arrived late.)

Absent: S. Perkins and H. Coghlan.

ANNOUNCEMENTS:

1. The \$500 gift of an ex-Phillips House patient is to be used for developing a method of evaluating graduate staff nurses. Mrs. Frances Fuller, associated with Management Training at Radcliffe College, has agreed to undertake a study of our situation and present method of evaluations. She will work with a representative committee which will be appointed sometime in October. It was suggested that mention of this project be made in Supervisory and Head Nurse Conferences.

2. Miss Sleeper mentioned, briefly, administrations concern for the 1954 Nursing Budget. The Nursing Service has carefully scrutinized their budget and managed to cut off \$45,000; Mr. Martin aims at \$200,000.

3. Miss Sherwin gave a very interesting account of a Summer institute she attended on the "Care of the Alcoholic". The Connecticut State Nurses Association and a group actively associated with the "Yale Plan" sponsored the institute, at which there were 50 participants. Emphasis was placed on the psychological and sociological backgrounds of the alcoholic. Concern was expressed of the attitude of nurses, doctors, and hospitals toward the alcoholic and our need to educate toward developing attitudes of standing and acceptance. Industry is assuming considerable leadership in studying this problem.

IN-SERVICE EDUCATION:

The Topic, In-Service Education, was the major feature of the agenda and Miss Sleeper asked Miss Corbett to open the Discussion. (Miss Corbett has been working with a committee and has set down a statement of philosophy and some principles of orientation - see attached copy.) Under the Principles of Orientation it was suggested that there be included, a statement for the orientee to the effect that she assume the responsibility for a major part of her orientation; that those of us concerned with orientation should develop such attitudes that would pre-suppose a degree of initiative. Miss Lepper expressed concern for our present maternalistic attitude and a concept of orientation that is unrealistic both from a service point of view and from the point of view of the recipient. We not only need to define what the expectations of the orientee should be, but what expectations we also should have of her; e.g. our expectations of the newest; expectations that increase with every level. It was concluded that copies of the Statement of Philosophy of

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Orientation and In-Service Education be presented to the supervisory, teaching and head nurse groups for discussion; their reactions and suggestions to be brought back to the committee. The group unanimously agreed that the committee remain active under the chairmanship of Miss S. D. Corbett.

STATEMENT ON IN-SERVICE EDUCATION:

In considering the six plans as stated comment was made that provision for helping the newly graduated M.G.H. nurse make the transition from school to service was very much amiss. If we accept the six plans what should our next step be? How implement? It was suggested that Miss Huggard be brought into supervisory and head nurse groups to explain what she is doing for new staff nurses. That, at General Staff Conference, all staff people, Miss Huggard, Mrs. Hawkins and Miss Kelley inform all of what they are doing so that group involved may help build a permanent plan.

For the school to consider - the student as fitting into plans; 1. ward teaching, 2. in-service education. The role of the Head Nurse a dual one; that of providing patient care and of helping the student to get an education. The question of head nurse and clinical interne being aware of their lines of responsibility was raised. Does our present system imply, from a long range point of view, that the clinical interne absorb all teaching responsibility? The group expressed the view that in no way can the head nurse re-assign her final responsibility to the patient; therefore, she cannot re-assign her final responsibility to the student. We need to clearly define the educational role of the head nurse. It was clearly brought out that we equally need to define the educational role of the clinical interne. Many examples were presented in defense of the clinical interne who became involved with new graduate nurse, aide, etc. Expressed, also, was the need to free the head nurse in order that she fulfill her role as educator for these people. When head nurse and supervisor understands, clearly, her role and responsibility this problem may be, in part, solved. Central focus "the patient" with student, secondary aim. At this point the group digressed to a discussion of our standards of nursing care and the frustrations precipitated by our inability to meet same; need for a critical evaluation of them from a realistic point of view. Miss Lepper introduced the idea of a committee on the "Improvement of Patient Care" with the question, "Is the time ripe for activating such in this hospital?" The advantage of such a committee would bring about coordinated effort of all concerned with patient care. We need to define the standard of care that we can give and make some compromises; need for work simplification in nursing practices; need for evaluating the individual patient needs. (Example: When the use of aides was first introduced into this hospital the idea was rejected; we compromised and the result spelled our improvement of standards.) The group expressed the desire to recommend to hospital administration that a committee on the improvement of patient care be established. Miss Sleeper to write the request to Dr. Clark.

BULFINCH WARD TEACHING:

Miss Hardeman asked that a point be cleared in relation to students in the Bulfinch Ward Teaching Plan. Question: When the student through no fault of her own, misses a required clinic, should it be handled as a class cut? Miss Sleeper stated that since the Bulfinch Nursing Service group had committed themselves to a plan whereby students attended clinics (2 hours per week) on ward time, the problem was an administrative one and in an emergency should receive administrative clearance. Miss Grady and her delegates to assume authority for. To consider the matter of class cuts for a student who did not fulfill her responsibility is a decision for the Teaching Conference to make.

F. Grady

FCG/gle
9/10/54

H. Sherwin

COORDINATING COUNCIL

The Coordinating Council Meeting was held on September 13, 1954 in Miss Sleeper's Suite, 9:00 to 12:00.

Present were: R. Sleeper, M. Quinlan, H. Coghlan, H. Sherwin, R. Farrissey,
D. Corbett, S. Perkins, E. Lepper, F. Grady, A. Corkum,
J. Stewart, K. Hardeman and C. Braman.

Miss Odegard, from Denmark, attended as a visitor.

ITEM I Trial Plan of Students' Recording Their Own Classes -
Presented by H. Sherwin.

- (1) Simplification of matters for head nurses and supervisors.
- (2) Not only classes but other authorized commitments, which the students must meet, to be recorded.
- (3) To start with the Fall Term, September 28, 1954.
- (4) Class hour changes to be reported in writing, by students for head nurses.
- (5) When less than 48^o notice of class, G-2 Office will notify Wards and Services.
- (6) Notice from students due in by Wednesday noon of week prior to that for which time is being prepared.
- (7) Penalties for failure not fully defined but suggestions made.
- (8) Mechanical details spelled-out.

DISCUSSION: Acceptance generally, of the plan. Amount of penalty and manner of its imposition referred to school group and a special committee made up of Miss Sleeper, Miss Lepper, Miss Hardeman, Miss Sherwin, Miss Corbett and two Senior Instructors. Miss Sleeper suggested that she call a Student Mass Meeting, to discuss this matter. The group felt this to be imperative. Presentation of the plan to teachers in the School, to be given at Miss Hardeman's Conference. Notice of final plan will be circulated to Wards, bulletin boards, instructors, supervisors and administrators.

CONSTITUTIONAL

The Constitution of the United States is the supreme law of the land.

It is the duty of every citizen to know and understand the Constitution.

The Constitution is the foundation of our government.

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ITEM II Question of Extension of Required and Assigned Ward-Teaching Plan Beyond The Bulfinch - Presented by F. Grady.

DISCUSSION: Miss Hardeman reported attendance was improved. Classes were taught twice. Time in attendance at Ward-Teaching was being made up, if student attended on her own time. Miss Steward stated students felt more willing to attend Ward-Teaching sessions under new plan. The feasibility of extending this plan to most White Floors and Baker was discussed. Burnham has its own plan. Vincent Services cannot handle this plan at the moment, although Miss Quinlan states that the personnel are in accord with the plan. Discussions of the matter will start with the head nurses involved tomorrow (9-14-54) and reports will be given next month by the Building Administrators. The Out-Patient Department plan was reported as being complete with clinical teaching being scheduled 7:30 to 8:30 in the morning.

ITEM III The Matter of Correct Signing In and Off Duty By Students was Raised by- K. Hardeman.

DISCUSSION: Accurate signing in and off duty is to be encouraged. The floor supervisors and head nurses are to be reminded to check this matter.

Another issue which coincides with the above is the matter of block relief assignments. A suggestion was made that a policy be considered, stating that the morning following a relief assignment the student or graduate be assigned early morning hours-off, for reasons of health. This matter was referred to the Supervisor's Conference.

ITEM IV First evening assignments given to students should be given simultaneously with an experienced worker, so that the first evening on duty should be observation opportunity, rather than for service.

DISCUSSION: Misses Steward and Hardeman proposed one such night of observation with an older student or graduate and the three following nights with the student actually performing relief duties, accompanied and supervised by a clinical teaching interne. Miss Sleeper suggested the plan be tried in an area to test its feasibility. The question was raised about the earliness of assignment to relief and nights in the clinical assignment. Miss Grady and Miss Corkum are to study this matter in this present rotation. Generally, it was agreed that postponement of evening duty assignment for six weeks was desirable. Available staffing must receive further study before any plan can be made. If evening duty assignment is not completed in the first twelve weeks of clinical experience, it is to be carried out in the second rotation. Available staffing will also alter the possibility that this can be carried out. In this current rotation, every effort should be made to complete the guided relief observation and experience from the fourth to the twelfth week of

of clinical experience. Due notice of personnel in the next rotation is to be given on those students who will not have completed their guided relief at the end of twelve weeks.

ITEM V Relief of Services in Severe Shortage of Nurse Personnel - Problem Raised by R. Sleeper.

DISCUSSION: Present unwritten policy is that S-1 Students are not sent on relief. X, O.R., and Pediatrics blocks have been used in the past - now these groups are no longer available. Suggestion was made that S-1 Students relieve only within the Service in which they are currently assigned. S-2 and S-3 Students short of Internship shall relieve only on services to which they have been or are now assigned. Internes shall relieve as service need dictates, but consistent with sound educational policy. Students who are paid (on leave from school and/or working extra hours) are to be assigned according to the same policy and that there are times when students are not to be so employed. These suggestions were referred to Miss Lepper's Administrative Group for study. Miss Lepper's Group will also study the Coordinated Program Student's situation regarding such relief duty.

ITEM VI The Problem of This Year's Christmas Holiday Class Schedules was then Raised.

DISCUSSION: It was decided that formal classes might be cancelled from December 24th to December 31st, 1954, but that Ward-Teaching must go on, since a change day occurs in this Holiday Period. Christmas and New Year's Day will be the only days free from Ward-Teaching.

Out Policy for a Holiday-Off for Students was reviewed briefly. It was decided that the Assistant Directors and a School Representative and Miss Hicks study the matter with Miss Lepper this week or the one following.

Respectfully submitted,

R. M. Farrissey

Students, Graduates, L.P.N.s + students, aides
 all circularized - but comparatively few returns.

Helen Sherman
 11/8/54

Categories		Bulfinch	White	Vincent Burnham	Baker	Total
1. Do you find that it is too fatiguing to report on duty at 7:00 a.m. after working evening shift the previous day?	Yes	21	25	24	24	94
	No	9	8	7	7	31
	varies	1	--	2	2	5
2. If so, is there another hour that would be preferable 8-4:30; 9-5:30; 10-7; for example.	8:30-3		4			4
	8-4					
	8-4:30	10	6	6	12	34
	9-5:30					
	9-5:30	14	15	18	13	60
	10-7	2	--	2	1	5
	No	--	6	6	1	13
	Not 10-7			3		3
	No Ans.			1	5	6
	Off				1	1
3. If a majority prefer a specific time, would you agree that that time should be adopted as a routinely scheduled hour for all nursing personnel?	Yes	24	28	24	26	102
	No	--	5	5	5	15
	Noons	--	--	1	1	2
	Yes unless request	--	--	3	3	3
4. In planning weekly time do you prefer to work your evening shifts on consecutive days or have these days split during the week?	Yes	26	27	26	29	108
	Split	5	2	6	2	15
	Varies	--	4	--	1	5

General Suggestions: Likes relief after days off and other reliefs consecutively 9-5:30 preferable except on the day preceding h.d.'s.
 A specified time is agreeable except when requests are made.
 Prefer consecutive days except on weekend. Doesn't believe the same nurse should have to do Friday and Saturday or Saturday and Sunday.
 Reporting at 7:00 a.m. is not too fatiguing unless relief is on alternate days and the shift on days between is 7:00 - 3:30.

1. The following table shows the number of persons who have been convicted of the various crimes mentioned in the following table, and the number of persons who have been sentenced to the various punishments mentioned in the following table, for the year 1900.

Year	Persons	Persons	Persons	Persons	Persons	Persons
1900	10	20	30	40	50	60
1901	12	22	32	42	52	62
1902	14	24	34	44	54	64
1903	16	26	36	46	56	66
1904	18	28	38	48	58	68
1905	20	30	40	50	60	70
1906	22	32	42	52	62	72
1907	24	34	44	54	64	74
1908	26	36	46	56	66	76
1909	28	38	48	58	68	78
1910	30	40	50	60	70	80
1911	32	42	52	62	72	82
1912	34	44	54	64	74	84
1913	36	46	56	66	76	86
1914	38	48	58	68	78	88
1915	40	50	60	70	80	90
1916	42	52	62	72	82	92
1917	44	54	64	74	84	94
1918	46	56	66	76	86	96
1919	48	58	68	78	88	98
1920	50	60	70	80	90	100

The following table shows the number of persons who have been convicted of the various crimes mentioned in the following table, and the number of persons who have been sentenced to the various punishments mentioned in the following table, for the year 1900.

MASSACHUSETTS GENERAL HOSPITAL
NURSING DEPARTMENT

June 22, 1954

STATEMENT

Each new learning and/or working situation presents unfamiliar factors and necessitates personal adjustments. Therefore, an introduction or orientation to a new situation is an essential part of the educational process.

PHILOSOPHY

An orientation or introduction to a new situation is an ongoing and sharing process. All persons entering into a new situation which entails responsibilities as a learner or as a worker should be introduced to the situation by a planned program. However conscious attention should be given to orientation at any point where new learning units occur.

(1. Personnel Work in Schools of Nursing-Frances Triggs-W.B.Saunders, Philadelphia 1945 p. 62)

The program should provide opportunity for active participation by the person being oriented and should foster a sense of responsibilities for all participants in the continuous effort to best meet the situation.

PURPOSES

1. To facilitate the adjustment to the social environment and to the unfamiliar factors in the situation.
2. To help the individual develop effectiveness in the situation more quickly.

PRINCIPLES

The person or persons who are orienting should

1. Know the situation and the extent of their responsibilities.
2. Know the level of experience of the person being oriented.
3. Present the pertinent factors in the situation to the person being oriented at the time when it is most meaningful.
4. Capitalize on the value of first impressions.
It is helpful to seek suggestions from the newest member of the group and list their aid in cooperative planning.
5. Plan time for the program.
6. Apply the principles of learning in carrying out the program.
7. Provide experience to make learning possible.
8. Aid the recipient to judge her own capabilities of rate of performance and assumption of responsibility.
9. Provide for an evaluation of the program by the person who is being oriented.
10. Provide for group orientation whenever there is a common problem.

Helen Sherwin

COORDINATING COUNCIL MINUTES

The Coordinating Council meeting was held on October 6, 1954, in Miss Sleeper's suite, 9:00 A.M.-- 12:15 P. M.

Present were:- R. Sleeper, E. Lepper, M. Quinlan, H. Coghlan, H. Sherwin
D. Corbett, F. Grady, A. Corkum, J. Stewart, K. Hardeman,
L. Souza, B. Mathews.

Item I. - Holiday Time for Students of Nursing

Miss Lepper reported the proposal of the executive committee on nursing in regards to holiday time for students of nursing for the approval of the Coordinating Council.

The proposal was read and discussed briefly. One recommended change was made concerning the date for beginning the period in which holiday time could be given. The date was changed from 12/21 to 12/22 to prevent holiday time being assigned on 12/21 which is "change day", thus preventing students from missing their orientation to the new service.

The accepted proposal reads as follows: -

Students of nursing in the clinical period, who are assigned to clinical experience at M.G.H. between 12/22 - 1/14 are to have one day off for holiday time. This one day off is to be given between the period of December 22, 1954 and January 14, 1955 inclusively.

The discussion brought forth the fact that -

1. Classes in the Out Patient Department will be continued during the holiday period.
2. The Diet kitchen is considered a clinical experience and therefore should be notified of the above proposal.

Item II. - Opinion Poll concerning morning hours to be assigned after working the evening shift the previous day.

Presented by E. Lepper

The Assistant Directors did not have results available at this meeting for discussion, so this item will be considered on a future agenda.

Item III. - Statement on Nursing Education published by A. J. N. or Nursing Outlook in July - August issues.

Feb 1954

Presented by R. Sleeper

Comments are being solicited by the League. Miss Sleeper requested that each member read the statement and come prepared to discuss it at the next meeting of the Council.

CONFIDENTIAL

The following is a summary of the information received from the source on 10/10/54.

1. Source is a male, approximately 35 years of age, single, and of average intelligence.

2. Source is a member of the Communist Party, USA.

3. Source has been active in the CP for approximately 10 years, and is currently active in the CP.

4. Source has been active in the CP for approximately 10 years, and is currently active in the CP.

5. Source has been active in the CP for approximately 10 years, and is currently active in the CP.

6. Source has been active in the CP for approximately 10 years, and is currently active in the CP.

7. Source has been active in the CP for approximately 10 years, and is currently active in the CP.

8. Source has been active in the CP for approximately 10 years, and is currently active in the CP.

9. Source has been active in the CP for approximately 10 years, and is currently active in the CP.

10. Source has been active in the CP for approximately 10 years, and is currently active in the CP.

11. Source has been active in the CP for approximately 10 years, and is currently active in the CP.

12. Source has been active in the CP for approximately 10 years, and is currently active in the CP.

Item IV. - Report of Scholarship Funds.Presented by
E. Lepper

The scholarship fund in conjunction with Boston University amounts to \$800 this year. There are nine scholarships still available for use in the spring term, intercession and Summer session. Eleven are already in use.

<u>Name</u>	<u>Position</u>	<u>Subject</u>
Elizabeth Buckley	Head Nurse	English Composition
V. Patricia Busalacchi	Staff Nurse	Public Health Nursing
Margaret Hamilton	Head Nurse	Principles of teaching and learning activities
Jane Hovey	Asst. Evening Supervisor	History of Western Civilization
Patricia Keegan	Head Nurse	Play and Recreation
Marlene Miles	Clinical Instr.	English
Dorothy Needham	Head Nurse	Public Health Nursing
Martha Patrie	Nursing Instr.	English Literature
Mary Prowell	Asst. Head Nurse	English Literature
Clare Sullivan	Nursing Instr.	English Composition
Eileen Wolseley	Supervisor	Human Relations in Industry

Item V. - Chester Thomas, Orderly in Phillips House

Presented by R. Sleeper

Mr. Thomas who has been a member of the M.G.H. nursing staff for approximately twenty years in enrolling in the Boston University School of Nursing.

Item VI. - A. Presentation of the Philosophy of Ward Teaching

K. Hardeman

- B. Related Problem--What is the head nurse's responsibility for ward teaching?

R. Sleeper

PHILOSOPHY OF WARD
TEACHING

Clinical Nursing is taught best around the patient. It usually consists of planned teaching on the ward or in the clinic related to the student's current experience in patient care. Since teaching occurs when there is learning, and learning becomes functional and more lasting when it is applied, both the planned teaching and the incidental teaching on the ward or clinic, are essential for effective student learning. Clinical teaching associated with and directly related to nursing experiences can provide opportunities for student guidance which help the student to: -

1. Provide the patient with intelligent care and so to learn to give such care.
2. Individualize patient care.
3. Increase the values of learning activities.
4. Evaluate her experiences.

The following table is a summary of the data collected during the study. It shows the number of subjects in each group, the mean age, and the standard deviation of the age.

Group	Mean Age	Standard Deviation
Group 1	25.5	3.2
Group 2	26.8	2.9
Group 3	27.1	3.5
Group 4	28.3	3.1
Group 5	29.6	2.8
Group 6	30.9	3.4
Group 7	32.2	3.0
Group 8	33.5	2.7
Group 9	34.8	3.3
Group 10	36.1	2.9

The results of the study are presented in the following table. It shows the mean score for each group, the standard deviation, and the range of scores.

Group	Mean Score	Standard Deviation	Range
Group 1	75.2	5.1	65-85
Group 2	76.5	4.8	66-86
Group 3	77.8	5.2	67-87
Group 4	79.1	4.9	68-88
Group 5	80.4	5.0	69-89
Group 6	81.7	5.3	70-90
Group 7	83.0	5.1	71-91
Group 8	84.3	4.7	72-92
Group 9	85.6	5.4	73-93
Group 10	86.9	5.0	74-94

The following table shows the results of the study for each group. It includes the mean score, standard deviation, and range of scores. The data is presented in a table format for clarity.

3.

A. 1. Specific recommended changes in above philosophy under #1 and #2.

- (1) learn to give comprehensive nursing care intelligently.
- (2) learn to give individualized patient care.

2. Definition of comprehensive nursing care discussed--

- a. pros and cons of the League's definition--
- b. spiritual care omitted from League definition
- c. recognition of the responsibility of other departments to share in the planning for total patient care omitted also.
- d. ? decision on what definition was acceptable within the philosophy of ward teaching.

3. The philosophy needs to be discussed with all groups--head nurse, clinical intern, etc.

B. Role of Clinical Teaching Interne.

1. Need for guiding internes as to their actual functions and responsibilities with the student, so that they do not involve themselves with nursing service duties. Ex. - If a student assignment consists of twelve patients, the interne should assist the student to make the best possible nursing care plan but she should not assume responsibility for doing actual patient care herself as she has been doing.
2. The interne's function is to give support to the student and assist the student to use good judgment and apprehend the limitations which exist in accomplishing her assignment.
3. The clinical interne must be helped to recognize and handle her own feelings when she is asked to assist with nursing procedures.

C. Role of the head nurse in relation to ward teaching.

1. The head nurse's responsibility to the student is the same as it is to all other personnel on her ward.
2. The head nurse needs to be helped to see the student as a person to be taught, not just as someone to carry a work load.
3. Evaluation of the Student

D. Reflective Thinking of the Group.

1. The group

1. The first section of the report is devoted to a general survey of the situation in the country.

2. The second section deals with the economic situation, and the third with the social situation.

3. The fourth section is devoted to a description of the principal industries of the country.

4. The fifth section deals with the question of the distribution of the population.

5. The sixth section is devoted to a description of the principal cities of the country.

6. The seventh section deals with the question of the education of the population.

7. The eighth section is devoted to a description of the principal religious sects of the country.

8. The ninth section deals with the question of the health of the population.

9. The tenth section is devoted to a description of the principal occupations of the population.

10. The eleventh section deals with the question of the culture of the population.

11. The twelfth section is devoted to a description of the principal sports of the population.

12. The thirteenth section deals with the question of the art of the population.

13. The fourteenth section is devoted to a description of the principal sciences of the population.

14. The fifteenth section deals with the question of the literature of the population.

15. The sixteenth section is devoted to a description of the principal music of the population.

16. The seventeenth section deals with the question of the drama of the population.

17. The eighteenth section is devoted to a description of the principal painting of the population.

18. The nineteenth section deals with the question of the architecture of the population.

19. The twentieth section is devoted to a description of the principal sculpture of the population.

20. The twenty-first section deals with the question of the poetry of the population.

21. The twenty-second section is devoted to a description of the principal prose of the population.

22. The twenty-third section deals with the question of the history of the population.

D. Reflective Thinking of the Group.

1. The group felt that a method and time table must be formulated to facilitate a more rapid process of completing unsolved problems.
2. Definition of the function of this Council--
To formulate philosophies and policies for coordinating the school and nursing service.
3. What are the accomplishments to this Council to date:-
 - a. Understanding of orientation, philosophy and policies
 - b. Personal feeling of freedom to talk aloud
 - c. Definite policies have been established
 - d. A beginning at defining the functions of the school and nursing service and the relationship between the two groups
 - e. Prevention of cleavage between school and nursing service
 - f. Development of perspective of nursing service's role in the care of the patient and in the education of its staff
 - g. Members have become better interpreters of the functions and needs of the school and nursing service.

Item VII. - Preparations for next meeting:-

1. Each member list all problems and unfinished business and submit to Miss Sleeper in time to have items categorized for next meeting. (Agenda to be planned in last ten minutes of meeting in the future.)
2. Consider how best to set up time schedule for completion of projects
3. Opinion poll returns--
4. Comments on the Statement on Nursing Education requested by Miss Sleeper.
5. What is to be done with the philosophy of Ward Teaching? How and Who is to be involved in carrying it out?
6. Assistant Directors should discuss with head nurses what the head nurse thinks her relationship is to ward teaching.

5.

Item VIII.- Invitation from Navy Nurse Corps to M. G. H. nursing staff
to participate in their program for National Nurse Week on October 13, 1954

Respectfully submitted,

B. Mathews

H. Sherwin

COORDINATING COUNCIL MEETING

Attending: A. Corkum, B. Matthews, J. Stewart, F. Grady,
E. Lopper, D. Corbett, Mr. Sousa, H. Sherwin,
R. Farrissey, C. Braman, R. Sleeper, M. Quinlan,
K. Hardiman

Absent: M. Matthis, H. Coghlan

Place: R. Sleeper's suite

Date: 11/8/54

Recorder: R. Farrissey

- (1) Miss Farrissey asked the group its opinion of the matter of closing the clinics earlier on the day before Christmas making an unequal job condition for clinic employees. After some discussion, it was decided that flexibility re: job opportunity and privilege dictated that the clinics should close early. Personnel questioning this job privilege should be informed that closing early was a condition of work within the clinics. Re: the matter of a Christmas party, Miss Sleeper said it had been hoped that the big hospital party would eliminate smaller departmental parties. Although this party could be planned at the discretion of the Clinics Administration.
- (2) Miss Matthews presented the opinionnaire on relief duty assignment; a mimeographed sheet was presented showing popular vote on the issues. The matter was referred to the Assistant Directors' Group for implementation and decision. The school group is in agreement with the policy which seems to be emerging.
- (3) The matter of the students being called upon to participate in recruitment was raised. The recruitment appointment away from the hospital as well as the students being called from the ward to tour a prospective student through the hospital were under discussion. A plan to have someone on call for the latter assignment seems to be the answer. Miss Stewart and Miss Hicks might plan for these students on call each quarter -- duly notifying the wards about this student commitment will have to be carried out.

Miss Stewart reported on the Institute for recruiting workers recently presented.

- (4) Miss Sleeper then presented the opening remarks on Ward Teaching. The elements of ward teaching to be considered were declared to be: Assignment for education as well as service.

Evaluation - reports
Teaching - Conference and Demonstration - Planned
- Incidental Teaching

The discussion today was to be kept to the student nurse

- (5) cont: group. The responsibility of the prepared clinical instructor in teaching this group was the first item of discussion. Miss Grady felt that relationships needed to be clarified before responsibilities could be discussed. Miss Stewart suggested that functions of Head Nurse, Planned Clinical Instructor and Interns be tested and the group thereby could see the similarities of function in these three areas, feeling that responsibilities might emerge from this study and tentative analysis.

HEAD NURSE

- (1) The head nurse teaches these elements of nursing for specific patient care and education to give that care. (Lepper)
- (2) Create the environment in which learning can best take place.
- (3) Referral to Cl. Instructor of students in need of help to improve patient care. (Lepper)
- (4) Resp. to maintain standards of patient care. (Hardeman)
- (5) Consultation with Cl. Instructor re: planning for student education and patient care. (Lepper)

PREPARED CLINICAL INSTRUCTOR

- (1) Planning and Implementation of overall Clinical teaching Program - Correlation and Content - Scheduling (offered by Quinlan) This program to be recognized as a unit of the total curriculum. (added by Sleeper)
- (2) The Cl. Instructor is responsible for implementing a unit of teaching in cooperation with the head nurse. The Cl. Instructor is responsible for teaching those aspects which further the education of the student. (Sleeper)
- (3) Consultation with head nurse re planning for student education. (Lepper)
- (4) Referral to the Head Nurse of need for providing for specific educational opportunity. (Lepper)

(c) The purpose of this investigation is to determine the extent to which the various factors mentioned in the preceding paragraph are responsible for the observed differences in the results of the various experiments. It is to be noted that the results of the various experiments are not in agreement with each other, and it is therefore necessary to determine the cause of these differences. The results of the various experiments are as follows:

RESULTS OF THE INVESTIGATION

RESULTS OF THE INVESTIGATION

- (1) The results of the various experiments are as follows:
- (2) The results of the various experiments are as follows:
- (3) The results of the various experiments are as follows:
- (4) The results of the various experiments are as follows:
- (5) The results of the various experiments are as follows:
- (6) The results of the various experiments are as follows:
- (7) The results of the various experiments are as follows:
- (8) The results of the various experiments are as follows:
- (9) The results of the various experiments are as follows:
- (10) The results of the various experiments are as follows:

- (1) The results of the various experiments are as follows:
- (2) The results of the various experiments are as follows:
- (3) The results of the various experiments are as follows:
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- (5) The results of the various experiments are as follows:
- (6) The results of the various experiments are as follows:
- (7) The results of the various experiments are as follows:
- (8) The results of the various experiments are as follows:
- (9) The results of the various experiments are as follows:
- (10) The results of the various experiments are as follows:

COORDINATING COUNCIL MEETING

Kelen Sherrin

Attending: Miss Sleeper, Miss Lepper, Mrs. Braman, Miss Corkum, Miss Grady, Miss Quinlan, Mrs. Matthie, Miss Corbett, Miss Stewart, Miss Hardeman, Miss Coghlan, Miss Sherwin, Miss Mathews and Mr. Souza

Absent: Miss Perkins

Guest: Miss Muriel Powell, Matron of St. George's Hospital, London England

The minutes of the last meeting of the Coordinating Council on November 18, 1954 were reviewed in order to proceed with the discussion on ward teaching responsibilities in relation to the Clinical Instructor, the Head Nurse, and the Clinical Teaching Interns. The following table presents the points needing clarification, points of discussion, and points of agreement.

Assignment for next meeting of Coordinating Council, December 1, 1954.

Each member of the Council to prepare a list of areas of responsibility in ward teaching of (1) Prepared Clinical Instructor, (2) Head Nurse, and (3) Clinical Teaching Interns.

Points needing Clarification	Discussion	Agreements
1. Confused with statement made at previous meeting on ward teaching. Is it too general to agree with philosophy of teaching about individual patients?		1. Item as listed in notes of previous meeting is too general.
2. What is the point of departure? What is the clinical teaching program?		2. There are 2 areas of clinical teaching: 1. formal instruction 2. ward teaching.
3. Does the person doing formal teaching do any ward teaching?	3. Scope of clinical teaching a) correlation planned with formal teaching b) planned ward conferences and demonstrations c) incidental teaching d) evaluation and reports e) assignments	3. Formal teaching is done by prepared clinical instructor, and only by the head nurse on special assignment such as Miss Hamilton teaching Dermatological Nursing

Points needing Clarification

Discussion

Agreements

4. Does guidance include evaluation and incidental teaching?

4. Other types of guidance to be considered i.e. head nurse explains ward responsibility to student; head nurse or instructor recognize a health need in the student.

More specifically areas of ward teaching are broken down better for defining functions.

4. Include guidance, as ^{as it relates to ward experience} another area within the scope of ward teaching. Include under guidance
a) educational
b) personal (*limited*)
c) ward responsibility (*professional*)

5. Are there any areas which we can clearly describe as the function of the head nurse, the clinical instructor?

5. Head nurse and clinical instructor share responsibility for student's learning experience on the wards - each has major responsibility for it, but fuse this responsibility at various levels.

Clinical instructor gets information to head nurse and then head nurse correlates with cooperation of clinical instructor.

Correlation is a principle which directs method - applies to all areas and helps to pinpoint responsibility.

5. Clinical instructor -
a) sees that student gets taught
b) sees that student gets proper learning as much as possible
c) student's experience planned in cooperation with head nurse
d) responsible for formal class teaching
e) responsible for correlation of experiences with class teaching

6. There is a need to define areas of responsibility because head nurse ^{because of responsibility} ~~is~~ ^{is} on the ward as a worker rather than as a student for education.

6. Can correlation, evaluation, reporting and assigning be grouped together? Head nurse reconciles correlation with getting the work done.

6. Head nurse is responsible for care of the patients and responsible for seeing that her staff has the education to give that care.

Nursing service provides the laboratory where learning takes place - aide, staff nurse, student nurse, intern, etc.

Points needing Clarification	Discussion	Agreements
7. Problems of responsibility differ for the person with dual responsibility of administration and teaching from the person who is solely administrative or solely teaching.	7. Instructor is effective in so much as she cooperates with head nurse.	7. Clinical instructor is responsible for planned ward teaching and head nurse cooperates in this area as a specialist. Anyone may share in or assist with planned ward teaching. Clinical instructor primarily plans ward teaching and on occasion head nurse assists with this planning (i.e. requests that suction be included in ward teaching.)
8. There is a need to define what we are cooperating.		
9. Is it possible for the head nurse to teach something she finds not being done well on her wards.	9. Review of statement of Department Nursing Sciences ^{Services} relative to its philosophy of in-service education.	
10. Does there need to be further clarification for the clinical instructor in helping her to see the student under the control of the head nurse as a member of the ward staff?	10. There are times when the student will be taken out of the ward team for teaching. Sometimes difficult to remove the student from her assignment due to pressures on the student, as well as pressures of the ward situation.	10. Clinical instructor is responsible for teaching content preparing the student to do nursing in any hospital ^{nursing situation} . Head nurse is responsible for teaching the student to function on her ward at MGH. Clinical instructor has the authority to take student from ward for purpose of instruction. an authority to be exercised with a great deal of judgment.

Points needing Clarification	Discussion	Agreements
11. Where does the clinical instructor fit in with the student as a member of the ward team?		
12. Do we need to consider two problems: problems on the ward when there is a Clinical Teaching Intern; problems where there is no Clinical Teaching Intern?	12. The confusion seems to be mostly in the area of incidental teaching.	
13. Whose responsibility is it to discipline in relation to maintaining standards?	13. Supervisors express some concern and uncertainty as to their responsibility for disciplining of students - concern for students being disciplined by too many people with each incident. Reference was made to job analysis being drawn up by clinical instructors as a point of departure to define areas of responsibility on paper. An analysis due to be completed by Nov. 29, 1954.	13. Head nurse is responsible for discipline when student is not doing well. Clinical instructor is responsible for discipline when student does not know how. Head nurse is responsible for discipline when it concerns care of patients on her ward.
14. Do we need specific terms as to what student is to learn on each ward? learn on each ward?		14. Need to keep in mind student is on the ward for 2 purposes: primarily to learn, second to earn her education. <i>contribute to cost of</i>
15. How much does a student pay for her education? How much of her education is a student responsible for paying?	15. Explanation is needed in terms of a cost analysis to see the truth of the situation. Similarity of this problem found in the foreign nurse program mentioned. Possible solution could be worked out when student would have specific teaching days and specific work days.	

Points needing Clarification	Discussion	Agreements
	There is need for emphasis of the factor that work is necessarily ^{not} educational.	
16. What is the position of the preclinical instructor, and the clinical instructor with the head nurse when the student is not yet ready to carry out judgmental short-cuts at the same time protecting the safety of the patient?	16. There is a need to recognize the constant struggle of the head nurse to maintain standards in care of patients. There may be a need to review the problems of the preclinical instructor, although the group felt the lines of responsibility of the preclinical instructor are fairly well defined.	16. Instructor goes to the head nurse to get equipment necessary to carrying out patient care when such equipment is not readily available. Instructor should go to head nurse when she sees student is doing something she is not being taught.

1-144:1 DEC-10a

Administration

I School of Nursing

